



FEDERAL AIR MARSHAL

Subject: Law Enforcement: Trade and Industrial Education | Current: 2010 | Grade: 11 & 12

Day: 1 of 1

1 Purpose

----- To understand the duties of a Federal Air Marshal. In addition, the student will be able to develop a brochure to distribute to the class.

2 Duration

----- 50 Minutes

3 Additional Topics

----- security, Department of Homeland Security official duties, and air travel rights

4 Objective

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1. To understand basic requirements to become a Federal Air Marshall.
 2. To understand the current mission of the Federal Air Marshal program.
 3. To apply knowledge in a practical exercise.
 4. To develop a resume and cover letter for a position with Department of Homeland Security.

5 Standards Addressed

- Students will demonstrate appropriate behaviors and characteristics needed for career success and for completion of further education and training programs. They will apply academic skills and knowledge to workplace tasks and develop positive relationships with co-workers, community members, and family.
- Allocate the appropriate resources for task completion.
- Demonstrate effective interpersonal skills.
- Develop leadership skills.
- Establish positive relationships with people from diverse backgrounds.

LE.1

LE.1.1

LE.1.2

LE.1.3

LE.1.4



Research, analyze, and use data for work assignments.

LE.1.5

Apply effective critical thinking, decision making, and problem-solving techniques.

LE.1.6

Demonstrate effective listening and speaking skills.

LE.1.11

Students learn and practice law enforcement and crime prevention procedures related to various public safety occupations. They use critical thinking skills and problem solving techniques to conduct investigations and collect evidence.

LE.1.5

Indiana Department of Education. (n.d.). Indiana Standards and Resources: Law Enforcement: Trade and Industrial Education. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

6 Vocabulary

- **Federal Air Marshal:** A security officer who travels undercover on airlines in an attempt to detect and deter possible terrorist attacks.
- **Federal Aviation Administration:** Established as a federal agency in 1958, the FAA is responsible for all standards, inspections, licensing, and regulation of civilian aircrafts.
- **Government Accountability Office:** An office of Congress responsible for investigating, auditing, and evaluating all governmental programs and activities.
- **Marksmanship:** skill in shooting.
- **National Targeting Center:** provides tactical targeting and analytical research in support of U.S. Customs and anti-terrorism.
- **Transportation Security Administration:** Department responsible for determining the safety standards necessary to make certain the free movement of people and commerce.

7 Materials

----- Paper, pen, laptop projector, internet

8 Additional Resources

----- If possible, arrange for a retired Federal Air Marshal to speak to the class.



9 Procedures & Methods

----- mini lecture, note taking, view youtube video

A. Introduction

Ask the students to respond to the following three questions in their journal:

- What happens to a passenger on a plane when he/she misbehaves?
- Who is responsible for discipline on a plane?
- What role do the passengers play?

B. Development

Now, remind the students that they have been reviewing careers related to the Department of Homeland Security. Today, the lesson will focus on the Federal Air Marshal program. Ask some of the students to read their responses to their journal entry. This will serve as a lead to the lesson.

C. Practice

The teacher will start the video on the internet. Note: The teacher must ensure prior to the lesson that the video is cued to the appropriate place. The teacher must also ensure that the internet connection is working for this lesson.

<http://www.youtube.com/watch?v=xQ7evocPo>

Play this clip starting from 6 minutes and turn off at 8:45. After the clip is over ask the students why they think that the woman was stopped by the air marshal. Next ask the students what they think will happen next. Once the discussion is over, show the clip titled, "Air Marshals Managers Publicly Disclose Secret Defense Tactics (#4)".

<http://www.youtube.com/watch?v=x xQ7evocPo>

Ask the students to comment on the next segment. Next, the teacher should go to the TSA.gov website to review the requirements to become a Federal Air Marshal.

D. Independent Practice

Ask the students to design a brochure to present to the class. They can choose among Federal Air Marshals, Secret Service or another position they find to be interesting.

E. Accommodations (Differentiated Instruction)

Students with visual or auditory impairment may need adaptive devices for this lesson.



F. Checking for Understanding

Ask the students what they found to be the most interesting aspects of the Federal Air Marshal Program. Inquire about the qualifications and duties.

G. Closure

After reviewing the qualifications and duties of the Federal Air Marshall, close the lesson with a reminder for the class to review the website: <http://www.tsa.gov> and <http://www.faa.gov>

10 Evaluation

----- The brochure will be graded as follows:

1. more than five errors; unclearly written
2. fewer than five errors, some grammatical errors, easily understood
3. no errors, excellently written.

11 Teacher Reflection

----- To be completed once the teacher has taught the lesson.

12 Media & Resources

----- Paper, pen, laptop projector, internet

- http://www.youtube.com/watch?v=x_xQ7evocPo
- http://www.youtube.com/watch?v=8Tz_euOzf5g&feature=Playlist&p=2033DF71EE477F5B&index=2
- Federal Aviation Administration: www.faa.gov
- Transportation Security Administration: www.tsa.gov
- United State Action: www.unitedstatesaction.com
- Government Accountability Office: www.gao.gov
- Department of Homeland Security: www.dhs.gov/index.shtm
- USA Jobs: Working for America: www.usajobs.opm.gov/

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